



# Information Handbook 2023/2024



**AIM HIGH   SHOW RESPECT   SHOW CURIOSITY   BE HONOURABLE**

Stratford Primary School  
Cnr Wellsford & Hobson Streets  
Stratford Vic 3862  
Ph: (03) 5145 6554  
[stratford.ps@education.vic.gov.au](mailto:stratford.ps@education.vic.gov.au)



### **Welcome**

Welcome to Stratford Primary School. We hope that the enrolment of your child at this school will be a happy and fulfilling experience. We aim to make you feel welcome and an integral part of the school community. Should you have any questions about anything mentioned (or not mentioned) in this booklet, please do not hesitate to call.

When you look around our great school you will see spacious grounds, a mixture of historic and modern buildings, a range of play areas and equipment and lots of sunny and shaded areas. A place for everyone with lots of opportunity to play or simply to have a chat to friends. You will notice the amazing garden beds that have been built up as part of our Kitchen Garden program and the stadium on our school grounds. We are extremely lucky to have such great grounds and facilities.

We are aware of the joint responsibility we share with you in helping your child. We welcome your support, suggestions, and co-operation. It is the philosophy at Stratford Primary School to value the individuality of each child and provide a quality education which meets optimum learning needs. We believe this best occurs in an open and friendly atmosphere where the teamwork between home and school encourages students to be enthusiastic, courageous, resilient, and responsible learners with the flexibility to cope with our ever-changing society.

This handbook has been prepared to give you a general overview of what goes on in our school. Please read it and retain it for future reference and do not hesitate to contact us if you have any queries or problems.

We look forward to working with you over the coming years.

***Kate Steele***  
***Principal***



# **SCHOOL PROFILE**

## **Our Mission**

Our mission is to engage our students in an informative, safe learning environment that supports the growth of literate, numerate, informed, and responsible global citizens.

We also work to develop the whole child through programs that foster self-esteem, confidence, independence, and cooperative skills that develop a desire for further learning. We promote an atmosphere where effort is valued, and achievement recognised.

## **Our Vision**

At Stratford Primary School we challenge and support all children through a clear understanding of agreed teaching practices in all learning areas. A growth mindset is at the core of everything we do. It filters into our language, our actions, and attitudes. Having a positive school culture cultivates a student who takes responsibility for their own learning, is self-motivated and driven, sets goals and is aware of learning outcomes.

Our students feel safe, supported, respected, valued and connected to their community. Stratford Primary School believes in building strong, positive relationships between students, staff and the community. This gives us the opportunity get to know our students well, placing us in the best position to provide exciting and challenging learning experiences. We use expert advice and strategies to help support students with their social and emotional needs.

Overall wellbeing is integral in being able to learn and we aim to minimise any barriers that students may have that hinders their learning. We do this with care, commitment and taking the time to get to know our students. Student voice and agency are vital to us at Stratford Primary. Empowerment leads to a sense of ownership, belonging and pride which resonates throughout our school. Opportunities for students to take on leadership roles within their class and the school foster these qualities, as well as building key life skills. Student-directed learning results in an engaging, inspiring, and exciting curriculum.

We adopt flexible delivery of our curriculum by using hands-on programs and fluid class groupings to cater for all styles and levels of learning. We collaborate and constantly foster a communicative environment by using creative, consistent, and carefully selected approaches such as team teaching in multi-age levels and fluid student groups according to the needs and interests of our students across all learning areas. Assessment strategies provide a clear picture of current capabilities as well as provide the 'next step' in learning – enabling educators and students to map the journey ahead.

We use Information and Communications Technology to enhance learning across all curriculum areas, making it a part of daily life. We know that the use of ICT in our learning experiences helps to support and engage students and provide another method for students to demonstrate their understandings. For this to occur, our resources and software are up to date and maintained to a high level.

For our students to learn in a safe and risk-free environment we enforce a firm and fair system that encourages students to show respect, take responsibility, be persistent, and be honourable. By setting high expectations and consistently raising-the-bar, Stratford Primary fosters independent thinkers, highly motivated in challenging their own learning and supporting each other to achieve excellence in all areas of self-development. Our aim is to develop the whole child – one who shows compassion, empathy, perseverance, and a strong sense of self-worth.

## Values

Stratford Primary School encourages students to take responsibility for their own behaviour choices. Central to our teaching and learning program are our core ARCH values.

OUR SCHOOL VALUES:



These values are actively taught and reinforced by all staff through our Wellbeing Curriculum, modelled by our student leaders and practiced by our whole school community.

## Our School Strategic Plan

All Government Schools are reviewed on a regular basis. At the conclusion of the review a School Strategic Plan (SSP) is developed which outlines the main aims of the school for the next four years.

Stratford Primary School underwent its latest review in 2021. A new Strategic Plan has been developed and is currently before School Council and the Education Department for final ratification.

The goals for the 2021-2025 Strategic Plan are:

- To maximise student outcomes in literacy and numeracy.
- To improve student voice and agency in learning.

## **Term Dates 2024**

### Term 1

Tuesday 30<sup>th</sup> January – Thursday 28<sup>th</sup> March

#### **Term 1 for Foundation students:**

During February Foundation students have a rest day on Wednesdays. This will give your child the opportunity to ease into the routine and rigour of school. It is also a time where teachers will conduct the School Entry Interview with each of the new foundation students. More information will be forwarded to let you know what this will entail.

### Term 2

Monday 15<sup>th</sup> April – Friday 28<sup>th</sup> June

### Term 3

Monday 15<sup>th</sup> July – Friday 20<sup>th</sup> September

### Term 4

Monday 7<sup>th</sup> October – Friday 20<sup>th</sup> December

## **Current School Structure 2023 (2024 TBC)**

Adele Ognew 4 days / Kate Steele 1 day– Foundation/Year 1

Nancy McIntosh – Grade 1/2

Amelia Ward – Grade 3/4

Kyle Holmes - Grade 5/6 class

### Education Support Staff

Debbie French, Michelle White, Kim Babuc, Paul Jeffreys, Georgia Jones

### Tutor Learning Initiative Program

Adele Smith

### Specialists

Kitchen & Garden Specialist – Louise Hattam

Mental Health & Wellbeing – Louise Hattam

Indonesian – Adele Ognew

Integrated Studies – Nancy McIntosh

The Arts – Amelia Ward

Physical Education – Kyle Holmes

### Business Manager

Michelle Page-Peverill (Tuesday-Friday)

The number of students at each year level determines the structure of the school. While our desire is to keep it as stable as possible, it may be necessary to alter the structure to accommodate the number of students across the school. The number of teachers we can afford is linked to the number of students we have enrolled on census day at the end of February each year.

In planning the structure of classes, we are guided by the philosophy and value of children learning from and with each other. The range of learning stages in the classroom provides a wonderful opportunity to foster co-operation between children, to acknowledge the different ways and different rates at which children learn, and to celebrate learning. Children will be encouraged to see each step of their development as part of the learning process.

Where we have a choice of making up a class we consider the learning needs of each student, friendship groups, and the effect certain students have on each other. Classes are constructed

so that the best possible learning environment exists for all students concerned. Sometimes this means that students are not with their friends but there is plenty of opportunity for play and friendship within the team and within the school.

As part of our pre-foundation transition program, we try to find out as much as possible about our new students. We talk to kinder teachers, talk to families, and conduct the Foundation interview to get to know each child.

The following information has been put together to provide a quick update of how we operate. If there is something that is unclear, or you feel needs further explanation please do not hesitate to contact us to let know.

Once again, we are proud to have you family as part of our school community and we look forward to forging a partnership that helps your child shine.

Keep in touch and be  
informed...



**1. Download the COMPASS App** on your mobile device via Google Play or the App Store. Create an account and select Stratford Primary School. Login details will be provided on enrolment.



**2. At our website** – [stratps.vic.edu.au](http://stratps.vic.edu.au)



# **General Information**

## **Absences – IT'S NOT OK TO BE AWAY!**

School is compulsory for all children over the age of six. Frequent absences without a legitimate written excuse are reportable to the authorities.

Please note that it is a Departmental regulation that written reasons be provided for all absences. This documentation is required to be kept as records for a number of years. Feel free to email a message to your child's teacher or the school email address ([stratford.ps@education.vic.gov.au](mailto:stratford.ps@education.vic.gov.au)) to let us know. You will also be able to submit an absence note for your child through the COMPASS app.



If your child is away and we have not heard from you by 9.30am, you will receive an automated message from COMPASS. You may respond to the message via COMPASS or by phone to update us on the reason for your child's absence.

## **Administration**

Our office is managed by Michelle Page-Peverill. Michelle works closely with teaching staff to make sure all forms and money are collected, and general enquiries are answered. If she doesn't know the answer, she will be able to direct you to the right person. Please give Michelle a call if you have any questions. In 2023 Michelle will be available Tuesday-Friday. Kate Steele will manage the Office on Monday.

## **Ambulance Service**

In the case of an emergency, it may be necessary to call an ambulance to transport your child to hospital. The cost of the ambulance transport would be your family's responsibility, as the school does not cover this cost. We strongly advise you to take out ambulance insurance to ensure that you are covered should such an incident occur.



## **Annual Implementation Plan**

Each year schools are required to devise an Annual Implementation Plan (AIP) to guide the work of staff and School Council throughout the year. The AIP is based on the goals of the Strategic Plan, breaking down the long-term goals into a more detailed plan of action. The AIP is scrutinised by the Department of Education to ensure that schools are being rigorous in their plans and accountable to both the Department of Education (DET) and families. The AIP is normally completed and signed off by the end of Term One. A copy will be available on our website and by request from the office.

## **Annual Report**

School Councils are required to provide the school community with a copy of Annual Report each year. The Annual Report provides a summary of student achievement results, the Student Attitude to School Survey, Parent Opinion Survey and the school's financial statement for the previous year. The Annual Report is available on our website and by request from the office.

## **Assembly**

Our whole school assembly is held in the gallery of the admin building on Fridays at 2.50pm. Parents and community members are welcome to join us in singing our national song, sharing news, celebrating student achievements, and investigating ways to promote our school values. Each of our classes presents at assembly at least once during the term. We endeavour

to let you know when your child will be performing by listing the dates in Stratchat (the school newsletter) and on the Term Calendar published in COMPASS. Our student leaders are instrumental in the running and organisation of our weekly assemblies and its aim is to celebrate the achievements and efforts of our students.

Once a term we exchange assembly time for our Buddies afternoon. This is a time where all students spend time with their buddy groups working in special social skills building activities. Buddy Fridays will be listed on the Term Calendar and in Stratchat.

### **Attitudes to School Survey**

Each year our students in years 4, 5 and 6 complete an online survey called the Attitudes to School (AtSS). The survey investigates effective teaching and learning practices, teacher-student relationships, learning disposition, school and peer connectedness and student safety. The results are collated and returned to schools to use as one of the elements in the ongoing review of practices.

### **Before and After School Drop Off/Pick Up Procedures**

We are lucky to have Out of Hours School Care onsite.

Their Care operates from 7:00am-8:30am, then from 3:30pm-6:00pm Monday-Friday.

Bookings can be made online at <https://theircare.com.au/> or by calling 1300 072 410.

#### **BEFORE SCHOOL:**

- We have staff on duty from 8:30am.
- At 8:30am the school gate is unlocked, and students welcomed onto the grounds.
- The gate is then locked at 9:00am. Any students arriving after 9.00am need to enter through the Office. Late arrivals must be signed in using our COMPASS Kiosk.

#### **AFTER SCHOOL:**

- Students are dismissed at 3:30PM.
- Our gates will be unlocked at 3:15PM. All parents/carers who are waiting to collect children are invited to come on site and wait at our decorative "wall".
- Students meet the parent/carer at the wall. No student is to leave the wall until all siblings are there.
- Students riding bikes are to meet siblings at the wall, then proceed to the Bike Shed. They are to put on their helmets, then walk their bike out of the gate. Once they are clear of pedestrians, they may mount their bike.
- If a student is walking home unaccompanied, they must check in with the teacher on duty before leaving the grounds. They must meet their siblings at the wall before leaving together.
- Bus travellers are to wait in the bus shelter until their bus arrives.
- Please contact the school to let us know if you need to make alternate arrangements for your child, or if someone different is collecting them that day.

### **Bikes**

We have a bike shed where students may leave their bikes during the day. Helmets are compulsory. Students who arrive without a helmet will not be permitted to ride home. For safety reasons bikes and scooters are not to be ridden in the school ground unless under teacher supervision.



Please note that VicRoads does not recommend that children under the age of 10 ride a bike or cross the road unaccompanied by an adult. Children at this age do not have the skills, abilities, and judgement to be safe in traffic.



### **Breakfast Program**

The program supports families on those days when the morning is a rush, the milk has run out or any other of the myriad of reasons that crop up. The program is served in the shape of breakfast cereal and fruit supplied through a specially funded program.

### **Buses**

We have several buses servicing our school. The buses run from Sale Secondary Colleges with students being picked up from school between 3.30 and 4.00pm. If you live out of Stratford come and talk to us so that we can work out which bus is right for you and finalise the paperwork.

### **Centrelink Payment Options**

We offer families the option of spreading payments for any school costs over the year using the Centre Pay option through Centre Link. After calculating the amount you need to cover across the year you may nominate an amount that is automatically deducted from your fortnightly Centrelink payment. For more information contact Michelle Page-Peverill in our office, speak to a Centrelink representative or follow this link:

<https://www.humanservices.gov.au/customer/dhs/centrelink>.

### **Child Safe Policy**

Stratford Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

The school's child safe officer is the Principal.

Stratford Primary School has zero tolerance for child abuse.

Stratford Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person in the Stratford Primary School Community has a responsibility to understand the important and specific role he or she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all that they do and every decision they make.

A copy of our Child Safe policy is available on request and will be available online on our website.

For more information about the requirements and expectations relating to Child Safe please follow this link. <https://www.vrqa.vic.gov.au/childsafepages/home.aspx>

### **Class Supplies & Booklists**



At the end of the school year you will receive a list expected costs for each child in regard to camps, excursions, sporting activities, arts performances and other incidental items for the following year. The school supplies are ordered through the school and given to classroom teachers to distribute at the beginning of each year. How the supplies are distributed depends on the age of the students and the way in which the classroom teacher manages the class.

As well as the items on the booklist your child will need:

- An old shirt or smock to use for Art activities;
- A school bag large enough to hold everything!
- A school hat – available JSM in Sale (71-73 Macarthur St, Sale VIC 3850 Ph: 5144 6898)
- A plain t-shirt in the allocated house colours for PE day and other house events, etc. JSM provide a House T-shirt should you wish to purchase one with the House name and School logo embroidered on the front. HOUSE COLOURS: Antonio – Blue Ariel – Yellow Touchstone – Green.



## **COMPASS**

Our school subscribes to the COMPASS school management system. Upon enrolment of your child, a logon for your family will be generated for COMPASS. If your child lives in two separate households, each parent will receive their own logon.

Our school uses COMPASS for the following:

- Day to day communication of upcoming events and opportunities,
- Our newsletter STRATCHAT,
- Twice yearly student Reports,
- Booking Parent Teacher Interviews or Student Support Group Meetings,
- Communicating any rewards or awards received by students,
- Recording the accumulation of House Points,
- Communicating and recording any instances of behaviour management,
- Alerting the school when your child is absent.

To stay up to date with what is happening for your child and our school community, please ensure that you subscribe. If you are having any issues with your COMPASS account, please contact our Office.

## **Conveyance Allowance**

If you live more than 4.8km from the school, and do not have access to one of the school buses, you may be entitled to a conveyance allowance. This allowance needs to be applied for at the beginning of the year. Payment will be made directly to you if you drive your child to school.



## **Court Orders and DHHS Directives**

It is vital that we have the most up to date information about your child. If there are any court orders in place or any DHHS directives could you please arrange for copy to be given to the school and then keep us up to date of any changes. This information is kept confidential.

## **Curriculum**

The School Council oversees the curriculum at Stratford Primary School. Our Curriculum is the Victorian Curriculum. The [Victorian Curriculum](http://victoriancurriculum.vcaa.vic.edu.au) describes what is essential for all students to achieve from Pre-Foundation (Prep to 10) in Victorian schools. It outlines what students should know and be able to do at different stages of learning. The Victorian Curriculum is grouped into Learning Areas and Capabilities. These outline the knowledge, skills, and behaviours all students should acquire if they are to successfully manage themselves and their relations with others, understand the world and act effectively in that world.

LEARNING AREAS	CAPABILITIES
The Arts <ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Media Arts</li> <li>• Music</li> <li>• Visual Arts</li> <li>• Visual Communication Design</li> </ul> English           Health and Physical Education           The Humanities <ul style="list-style-type: none"> <li>• Civics and Citizenship</li> <li>• Economics and Business</li> <li>• Geography</li> <li>• History</li> </ul> Languages           Mathematics           Science           Technologies <ul style="list-style-type: none"> <li>• Design and Technologies</li> <li>• Digital Technologies</li> </ul>	Critical and Creative Thinking Ethical Intercultural Personal and Social



More information about the Victorian Curriculum can be found at this website:

<http://victoriancurriculum.vcaa.vic.edu.au>

Stratford Primary School's planning for learning is based upon this curriculum. Where possible, the learning areas are integrated, and children's skills are developed across the curriculum. Programs developed in the different areas of the school will reflect the range of abilities and student interests.

Teachers plan together to ensure a common approach to learning within each area and level of the curriculum. General attitudes, values, and personal qualities such as Aiming High, Showing Respect, Showing Curiosity, Being Honourable, showing perseverance, initiative, loyalty, and creativity are recognised and encouraged as underlying learning skills, processes and understandings.

The Victorian Curriculum has organised learning material into levels. This provides a framework for identifying student achievement and future learning goals. These levels are equated with levels of schooling as follows:

<i>Foundation</i>	(End of Prep)	<i>Level 1</i>	End of Grade 1	<i>Level 2</i>	End of Grade 2
<i>Level 3</i>	End of Grade 3	<i>Level 4</i>	End of Grade 4	<i>Level 5</i>	End of Grade 5
<i>Level 6</i>	End of Grade 6				

Please remember that children develop in their own unique way and, while the levels above are a guide to expectations, your child may be working above or below, and teaching will be at his or her individual level of need. Regardless of where your child is working our aim is for one year of growth for each child, to support those in need and to provide challenge and extension for those who are at that stage.

Curriculum assessment is on-going and is covered by a range of quality approaches relevant to the child's instructional level. These include assessment tasks that are devised by outside sources along with teacher-devised items. A key tool used by teachers is daily observation and analysis of your child's responses to the learning foci.

### **Curriculum Support Programs – Extra Curricular Activities**

#### *Cultural Performances*



Our students are provided with the opportunity to participate in visiting cultural performances which may come to the school throughout the year. These performances range from drama, magic, music, comedy, and other amazing entertainments. These are user pays events. The cost for these Cultural performances is included in the extra-curricular items in the family payments arrangements 2023.

#### **Daily Routines**

Students are required to be in class at 9:00am. To be ready to start class at 9:00am, the morning bag bell rings at 8:45am to allow students to enter the building and get organised for the start of the day. The yard is supervised from 8.30am and we ask that students not be at school prior to this as teachers and support staff are not available for supervision.

8:45am	9:00am	Preparation for learning
9:00am	11:00am	First Session
11:00am	11:30am	Recess
11:30am	1:30pm	Second Session
1:20pm	1:30pm	Eating lunch
1:30pm	2:30pm	Lunch Play
2:30pm	3:30pm	Third Session



- Music precedes all bells to enter school allowing children time to go to the toilet and have a drink.
- There is a fresh fruit break at 10:00am and 12:30pm to boost the brain power.
- Lunch is eaten with teacher supervision between 1:20pm and 1:30pm.

### **Dental Services**

If you are receiving Family Tax Benefits A you may be eligible for services provided by the Dental Health Services of Victoria. Eligible children can be treated for a range of dental needs up to the value of \$1000 over two years with no cost to families. For more information contact the Regional Office on 1300 360 054 or log on to <https://www.dhsv.org.au/home>

The closest regional office is:

**Central Gippsland Health Services**

**155 Guthridge Parade**

**Sale Vic 3850**

**Ph 5143 8618**

### **Early Collection / Late Arrival**

When children are arriving or leaving school outside regular hours, please sign them in or out using the COMPASS Kiosk at the office.

### **Emergency Information**

At the beginning of each year families will be asked to complete an "Emergency Information" form. This form will let us know where to contact you in an emergency or whom we should try if you are unavailable. It is essential that the 'Confidential Student Information' form be completed accurately when each child enrolls and be kept up to date. Please notify us if there are any changes to any of the information.



Emergency contact people can be called if we cannot contact you and your child is ill, has had an accident or is behaving in a way that is inappropriate or dangerous to themselves or other students. Families are asked to make sure these contacts are aware of the role they may play and are usually available during the day.

### **Excursions & Camps**



Camps and excursions form a very important part of the school program. It is important that all students participate as these activities are usually organised to supplement or enhance class programs with class work being completed before and after the event.

At the beginning of the year, you will receive an excursion approval form which will cover your child for any local excursions. We ask that you read the form carefully and return it to school by the requested date. The idea behind the blanket approval is to save you a little time by not having to complete a permission form for every excursion.

All excursions and camps are pre-approved by School Council.

You will still be notified of planned excursions via the newsletter and special permission is still required for excursions further afield. Normally students will be transported by bus, but should we need to use cars, you will be notified of the driver and asked to sign a separate permission form. In some cases, where only a small number of students are involved, we may seek your help in finding transport for your child.

Please see our Camps and Excursions Policy on the school website.

Please come and see us if you need any assistance with paying for camps. We are happy to help set up CentrePay, payment plans or to negotiate with an outside source to help with payments. It is important to know this in advance, so please see us in Term 1 if you would like any help at all.

Every second year a small number of students in years 5 & 6 are offered the opportunity to attend Somers Camp. Expressions of interest will be called for and a selection process will be put in place. The cost of this camp is usually around \$300.

### **Facebook**

We have a School Facebook page. It is a closed page, which means members need to be approved to be able to see any of the content. The page is immediate family members of current students. At times photos of students will be put up on the page but will only appear if we have your written consent. A consent form will be included in the start of year pack.



**Please note that for privacy and legal reasons, and in line with our Child Safe Policy, photos and videos of students (other than your own child) or staff cannot be posted or published anywhere without prior consent.**

If you would like to join the School's page please search for Stratford Primary School Families and send a request to join.

### **Family & Friends Association**

Our Family & Friends Association is a very busy, productive group of people who meet regularly to plan and run fundraising events for the school. At times, the group provides "Tuckshop" lunches for students. Emma Brooks is president of the Family & Friends Association for 2023. New members are always welcome. Feel free to contact Emma on 0409 865 047

If you have any ideas for fundraising let us know and we can pass on your ideas.



### **Growth Mindset and Challenging Learning**

Growth Mindset and Challenging learning are not programs, but a way of thinking and a set of strategies that enhance learning across all areas of learning.

The basic philosophy of growth mindset is that with practice and hard work we can improve. The challenging learning elements slip seamlessly into that philosophy employing high expectations, feedback, conferencing and goal setting, learning how to learn and staying focussed, to name a few.

The success of these strategies has been seen in the way the students now talk about and take responsibility of their learning. We will be continuing our learning journey in these areas in 2024.

### **Home Learning**

All students are expected to complete Home Reading. The expectation is Home Reading at least 4 times per week. This is to be recorded in the student's diary and returned to school daily. This can be on any day at any time through the week. This is to take account of after school activities and family commitments.

Year 3-6 complete Home Learning Tasks and present them twice a term at our Home Learning Expos. We expect that students will seek help if needed so that home learning and pre-learning tasks can be completed on time. We are happy to support students with materials or time to successfully complete Home Learning.

If you have any questions about your child's home learning, please do not hesitate to speak to your child's teacher.

### **House System**

There are three houses operating in the school Ariel (yellow), Touchstone (green) and Antonio (blue), with new students being allocated to a house on enrolment. Children from the one family are placed in the same house. Regular meetings and House days are held throughout the year, with houses competing in swimming, cross country and athletics sports as well art, music, writing and other activities. At the end of each year Senior School students are elected as Captains and Vice-Captains for the following year.

Students may purchase house T-shirts with the house name and school logo from JSM in Sale or may supply a plain t-shirt in the house colours. These t-shirts are worn on PE day and other days where house activities take place. **We will let you know our 2024 PE day as soon as possible. Students are required to wear their house t-shirt and black pants suitable for physical education activities. Regular runners and plain black or plain white socks may also be worn.** Other days will be announced via Stratchat and COMPASS.



### **Infectious Diseases**

Schools are required to exclude students according to the School Exclusion table under the Health (Infectious Diseases) Regulations 2001.

A full outline of infectious diseases and exclusion times is available at the following address. <https://www2.health.vic.gov.au/public-health/infectious-diseases/disease-information-advice>

For the latest **COVID-19** updates, restrictions, travel permits, and exposure sites visit the Victorian Government's Coronavirus website <https://www.coronavirus.vic.gov.au/>.

The items below are the most common infectious diseases and a summary of exclusion is included for your information.

<b>Chicken Pox:</b>	Until fully recovered or at least 5 days after the first eruption appears.
<b>Conjunctivitis:</b>	Until discharge from eyes has ceased.
<b>Measles:</b>	At least 4 days after the onset of the rash.
<b>German Measles</b>	Until fully recovered and at least 4 days from the onset of the rash.
<b>Whooping Cough</b>	For 5 days after starting antibiotic treatment.
<b>Hepatitis</b>	Medical certificate needed.
<b>Impetigo (School Sores)</b>	Until treated. Sores must be covered with waterproof dressings.
<b>Ringworm</b>	Until appropriate treatment has commenced.
<b>Mumps</b>	Exclude for 9 days or until swelling goes down (whichever is sooner).
<b>Scabies</b>	Patient must be receiving proper treatment and should remain at home if infection is serious.
<b>Lice</b>	Re-admit the day after appropriate treatment started.

Under the Health Act all children are required to present an immunisation certificate when enrolling in primary school. Should an outbreak occur in a class where a student is not immunised, the student will be excluded from school for the required time.

### **Kitchen Garden Program**

In the past Stratford Primary was a lucky recipient of the Stephanie Alexander Kitchen Garden Program three-year grant. Over those three years significant funds were provided to build the kitchen and garden and to pay for the specialist staff to run the program. Although the funding no longer exists Stratford Primary School has continued to provide a modified kitchen garden program. Each class attends weekly cooking and gardening classes, using the garden produce in the meals they prepare.



## Library

We are so lucky to have a great library in our school and students have regular access to borrow, work on homework or projects, to play quiet board games with friends or to use iPads or laptops. Some lunch times are available for further borrowing.

Classes also visit the Stratford Public Library, and we appreciate the support our school receives regarding teacher and student resources to supplement those we have in school.



## Lost property

This is stored in a basket near the office, and outside your child's classroom. Please make sure that all your child's belongings are **clearly and permanently labelled with your child's name or initial AND surname**. Please do not only use initials. For some reason, even when named, some students fail to recognise their own belongings! All unclaimed lost property is sent to the op shop at the end of each term. For a small fee JSM can also embroider your child's name on the hem or back of the item so that there is no confusion as to who owns it. This is particularly valuable for hats and jumpers.

## Lunches

Students eat lunch in their classrooms from 1:20pm-1:30pm. Younger students may start a little earlier, particularly at the beginning of the year. Students bring their own lunches to school and we encourage healthy foods.

**Chocolate, lollies, energy drinks, juice, cordial and soft drinks are not permitted at school or school activities such as sports days.**

## Lunchtime Activities

In an effort to provide an alternative to the hurly burly of the playground, special activities will be run by members of our student leadership team. Activities range from drawing, board games, organised playground games, computer activities, craft activities, reading and more. The activities last about half an hour and can be run for one day or can be run over several weeks.

## Medical Information

### Children's Illnesses

The best place for students who are ill is at home. If your child is sick, please keep him/her comfortable at home.

If your child becomes ill at school and needs to go home, we will contact you or one of the people listed as an emergency contact.

### Medication

If your child requires medication to be administered at school, we require a "Medication Authority" form. This form is available from the office and online at <https://www2.education.vic.gov.au/pal/medication/policy>. Medication is to be stored at the Office in packaging that is correctly labelled by the pharmacy. This label should state the student's name, dosage and administering instructions.

Asthma sufferers on medication must provide the school with an emergency supply, as well as always having their own supply on hand. Please make sure a current Asthma Management Plan is filled out for your child. This is to be completed by your General Practitioner.

An Anaphylaxis Management Plan is required for any student who suffers from anaphylaxis and families must provide the school with an in-date adrenalin auto injector (Epipen). Epipens and other specialised medication should be clearly labelled and discussed with your child's teacher.

**We are not able to administer painkillers unless we have written permission and they have been provided by you.**

## **Mental Health, Wellbeing and Student Management**

At Stratford Primary School we place equal emphasis on positive mental health, wellbeing and social emotional development of our students and academic growth.

We have a range of programs and strategies in place to support all of our students.

We have a Mental Health and Wellbeing Leader on staff who presents a weekly 1-hour session of social and emotional learning each week to each class. This staff member, in collaboration with the principal, oversees the wellbeing of all students.

We subscribe to the BOUNCE BACK Program to teach social and emotional skills.

This program is used across the school and addresses the concepts and elements of growth mindset and challenging learning.

BOUNCE BACK is an acronym for

**B**ad times don't last. Things always get better.

**O**ther people can help if you talk to them. Get a reality check.

**U**nhelpful thinking makes you feel more upset.

**N**obody's perfect, not you and not others.

**C**oncentrate on the positives (no matter how small) and use laughter.

**E**verybody experiences sadness, hurt, failure, rejection and setbacks sometimes. They are a part of life. Try not to personalise them.

**B**lame fairly – how much of what happened was because of you, how much was because of others and how much was because of bad luck or circumstances?

**A**ccept the things you can't change but change what you can first.

**C**atastrophising makes your worries worse. Don't believe the worst possible picture.

**K**ee things in perspective. It's only one part of your life.

This acronym helps students memorise and recall ten basic coping statements based around positive self-talk. Each year teachers revisit the key concepts of resilience and wellbeing school year with age-appropriate content in the following areas:

### *Self-knowledge*

- Courage – developing the skills and perceptions that lead to being more courageous in many areas of one's life.
- Optimism (Look on the Bright Side) – having confidence in one's own ability to solve problems and take positive action and developing skills in focusing on the positives, even in difficult situations.
- Success (STAR, CHAMP, WINNERS) – identifying one's own relative character and ability strengths and limitations, setting and achieving goals, being organised and persisting, becoming self-disciplined and being resourceful in solving problems.

### *Social awareness*

- Core values – acting on important pro-social beliefs about how one should behave towards others.
- Emotions – skills for responding with empathy to the feelings of others and recognising the feelings and intentions of others.
- Relationships – skills for successfully interacting with others, making and keeping friends and avoiding and managing conflict.
- Bullying – activities that encourage awareness of the harm that is caused by bullying and developing skills and attitudes that enables bystanders to support individuals being bullied.

### *Self-management*

- Emotions – recognising and managing one's own negative emotions such as anger, sadness and worry etc and recognising and enjoying and amplifying one's own positive emotions such as happiness, pride and excitement, changing a bad mood into a good mood.
- Helpful thinking – using rational and helpful thinking and positive self-talk to cope with negative events and feelings in one's life.

- Humour – learning how humour can be used to assist with coping in hard times as well as supporting others.

*(Summary taken from the Kids Matter website)*

Following the Victorian Health Curriculum F-6, we also deliver the Resilience, Rights and Respectful Relationships program.

Our students are taught to regulate and manage their emotions and behaviour. We do this, referring to the Zones of Regulation:

## The ZONES of Regulation

			
<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified

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Adapted from *The Zones of Regulation 2-Storybook Set* | Available at [www.socialthinking.com](http://www.socialthinking.com)

All staff and students use the language of the zones. Students are proactively taught strategies to stay in or return to the “green zone”.

To link this learning, we manage student behaviour using “Zones”. To begin the school year, classroom teachers collaborate with students to build a shared understanding of what positive behaviour and minor, moderate and major negative behaviours look like, feel like and sound like.

If a student makes a minor behaviour error, they may be placed on the “yellow zone”, then actively taught strategies to return to the “green zone”. Moderate behaviour errors are placed in the “orange zone” and major behaviour errors in the “red zone”.

If a student is placed in the red zone, parents are contacted immediately. If we notice a repeating pattern of “yellow” or “orange” behaviours, parents may be contacted.

Whenever a student makes a behaviour error, it is corrected by teaching that student how to make a better choice in the future. Students are supported to repair relationships or to fix any harm they may have caused.

## Learning Zone



From the time you leave home to come to school, until you get home again and anytime there is any

This may look like -

Following the school rules and class expectations

Being an active learner

Being an active listener

Learning well with others

Modelling our school ARCH values



Before you speak:  
**THINK**  
T = Is it True?  
H = Is it Helpful?  
I = Is it Inspiring?  
N = Is it Necessary?  
K = Is it Kind?

### Next Steps

- Celebrate your successes.
- Set a goal.
- Record your goal and strategies in your diary.
- Work towards your goal.

## YELLOW ZONE: Think Time: What is the block?

### When to Re-Think

- Being off task (e.g. walking/wandering around the room instead of completing an activity)
- Being disorganised for a session
- Talking at the wrong time
- Being unsafe (e.g. swinging on your chair, tripping others, pushing things in someone's pathway on purpose,
- Not following instructions
- Needing to get a drink or go to the toilet soon after coming in from recesses
- Pushing in line, lining up in a rowdy or physical manner

### Next Steps

- Teacher and student have a short chat about what is preventing or limiting the learning. As well as what they have done well over the day.
- Decide together how to get back on track
- Staff to give the option or instruction for a short reset if necessary (such as a directed activity like breathing).
- Student choice for a timed, 5 minute reset using a named strategy.
- Student can use journal if required

## ORANGE ZONE: Reset: Choose a strategy

### When to Reset

- Continuing the original behaviour  
or
- Wandering around the school after going to the toilet and not returning promptly
- Disrupting others (e.g. calling out or talking to someone while they are trying to learn)
- Shouting out during class or specialist sessions
- Deliberately not following an instruction from an adult
- Throwing something in the classroom to cause disruption
- Back chatting, saying something disrespectfully under your breath

### Next Steps

- Teacher or student (with support) directed. A strategy to reset is selected and put on the orange zone poster.
- Students apply this strategy. Timer is set for 10 minutes.
- Student is to also reflect on their situation in their journal
- Focus is on building self-regulation
- Staff to support the selection of the strategy and returning back to the learning.

## RED ZONE Reflection: Time for support

### When to Reflect

Consistently continuing the original behaviour

or

- Swearing to/at another student
- Refusing to follow a direct instruction, (e.g. refusing to leave the class when asked)
- Harassing or intimidating others (e.g. calling another student a hurtful name/ teasing that makes them feel unsafe)
- Deliberately not following an instruction that causes others to be unsafe
- Refusing to return to class

### Next Steps

- Explicit explanation of what occurred by teacher
- Move to a new space (buddy classroom or allocated space) for 20 minutes
- Complete your journal reflection
- Student and teacher to discuss –
  - o How will you get back in the learning zone?  
For example: Use your strategies, journal and support from a staff member.
- Contact parents. Set up support as needed for future prevention
- Student to make it right if necessary



## Newsletter –



Stratchat is one of our main methods of relaying information. This is prepared and sent through COMPASS, the school's management app, on a fortnightly basis and usually on a Friday. It is important to read this newsletter as it contains news of coming events, changes to school programs, permission forms, pupil free days, etc. If you would like anything published in the newsletter let us know before 2.00pm on Wednesdays.

## Parent Opinion Survey

Each year a randomly selected section of our parent community is offered the opportunity to complete the online Parent Opinion Survey. The survey is anonymous and covers a range of important areas relating to student learning, parent involvement and student safety. While this survey is important to the Department's overview of how our school is travelling, we would like to encourage you to come and talk to us at any time if you have any concerns. While the anonymity of the survey can be useful it is often easier to be able to explain and plan a positive approach going forward when a personal conversation can take place.

## Payments

From time to time, you will need to send money to school as payment for one thing or another. **It is very much appreciated if you could seal your money in an envelope and** please label with your child's name, grade, amount enclosed and payment type.



Payments can also be made by an online transfer to the school's bank account:

Stratford Primary School Council

BSB: 633-000

Account No: 155825136

A receipt will be automatically generated by the school accounting computer and is issued by request. EFTPOS facilities are available at the office: we accept Mastercard, Bankcard, Visa and all debit cards as well. We are also able to manage CentrePay payments.

We are very happy to work with you to devise the best payment method for you and your family. This can be a set up by:

- CentrePay where your annual school costs are averaged out for weekly, fortnightly or monthly payments directly from Centrelink.
- Direct deposit payments directly to the school's account on a regular basis.
- Quarterly or half year payments.
- Payment in full.

In cases where you need support, please do not hesitate to contact us for discreet assistance. An arrangement must be made well in advance of camps and excursions so that payment can be ensured for your child.

CentrePay can be accessed at this site. You will need your MY Gov log on details to access the application section.

<https://www.humanservices.gov.au/individuals/services/centrelink/centrepay>



## **Photos**

Schools are required to obtain consent for any photographs, videos, or other personal material to be published in relation to the school. In line with this privacy arrangement, we ask that any photographs taken at school events or that contain images of people other than your own child not be published without permission.

**Photographs, videos or other recordings of students or staff should not be uploaded on any social media outlet without prior consent.**

Official School Photos are usually taken in term 2. The exact date will be communicated through Stratchat and COMPASS.

## **Policies**

All schools are required to have policies to cover many areas of our school's operations. The policies are reviewed on rotation by School Council. Policies can be established as part of the requirement to be an operating school, with others being devised after a need is identified at our school level. All our up-to-date policies are available on our school website. Please feel free to request a copy of any of the policies and come and talk to us at any time if you have any questions or suggestions.

## **Public Holidays & Pupil Free Days**

Throughout the year there will be days where students will not be required at school. Four of these days are called '*pupil free days*' and are days where staff members are involved in training, school planning or report writing. We will endeavour to give you as much notice as possible about these days.

As well as the pupil free days the school will be closed for all public holidays and the Melbourne Cup Holiday.

### The Public Holiday Dates for 2024 are:

Labour Day	Monday 11 March
Good Friday	Friday 29 March
ANZAC Day	Thursday 25 April
King's Birthday	Monday 10 June
Melbourne Cup Holiday	Tuesday 5 November



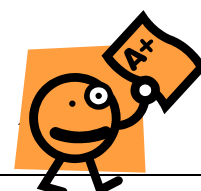
## **Reporting Program**

We are continually aiming to devise a reporting program which keeps you up to date with your child's progress throughout the year. We feel it is vital that the reporting process be a three-way activity which involves parents, teachers and students. Please don't wait for formal interviews – we are very happy to meet and talk with you about how your child is going at any time. Just call your child's teacher to make an appointment that suits both of you.

Initial interviews for Foundation children will begin in the first weeks of school. These are held as part of the Foundation Entry Assessment Procedure, which has been compulsory for all students entering school since 2000. This procedure collects information about children and their "prior to school" experiences, knowledge, social skills, and health. It involves close consultation with parents and pre-school/kinder teachers.

In 2024, brief interviews for all students will be held at the beginning of the year.

At mid-year we have a formal report published on COMPASS. This report will give you an idea of what successes your child has had, where he or she may need some support as well as a guide as to how he or she compares with the expectations of Victorian Curriculum.



In term 3 there will be a further opportunity to attend formal student, parent, teacher interviews.

At the end of the year, we again publish a formal report on COMPASS. This report will demonstrate the learning and social growth your child has made throughout the year.

Feel free to come and talk to your child's teacher about any areas of concern, or to make an appointment with the Principal.

We will contact you anytime there is a problem or concern, and we invite you to do the same. Often small problems become major issues if not dealt with in a timely manner.

### **School Council**

The School Council is the group that oversees the running of the school. It is responsible for determining policy and budget and for the upkeep of facilities, grounds, and equipment.

The council consists of thirteen members: seven elected parent representatives, three elected staff representatives, two co-opted members and the principal. All positions except that held by the principal are for a two-year term with half the elected parent reps. retiring each year. Elections are held in term 1 with the new council taking over usually from the March meeting.

Meetings are usually held on the third Monday of the month at 6.00pm in the "gallery". Everyone is welcome to attend these meetings or you may submit items of business for discussion.

### **Current Members**

#### ***Parent Reps:***

Amanda Collins (President)  
Brigitte Krstic  
Tami Beechey  
Daryl Cooper (Treasurer)  
Simon Ognose (Vice-treasurer)  
Cloe Rogerson

#### ***Community Rep:***

Daryl Cooper (Treasurer)

#### ***Staff Reps.***

Amelia Ward

#### ***Principal***

Kate Steele

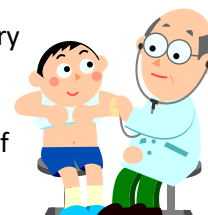


Sub-committees or project groups are set up as needed with council members electing to be part of these groups. The project team liaises with school council and decisions are made on the group's recommendations. Membership of these groups is open to any interested parents.

You are most welcome to attend the meetings or let us know if you would like a full copy of the minutes.

### **School Entry Immunisation Certificate (SEICs)**

As part of the enrolment procedures students need to present a School Entry Immunisation Certificate. The certificate tells the school whether or not all required childhood immunisations have been completed. (Students with incomplete or unrepresented SEICs are required to be exempted from school if certain contagious diseases are present in the school.)



Copies of your child's School Entry Immunisation Certificate are available by contacting the Australian Childhood Immunisation Register (ACIR) on 1800 653 809 email: [acir@medicareaustralia.gov.au](mailto:acir@medicareaustralia.gov.au) or [www.medicareaustralia.gov.au/online](http://www.medicareaustralia.gov.au/online) The certificate that is received has a summary of all immunisations and should also have the statement "This

*child has received all vaccines required by 5 years of age.”* Students usually receive this information automatically when they turn 5 years of age, however if you are unsure about the process, or your child is in a higher year level and doesn't have the certificate give me a call.

Please keep in mind that if your child is unimmunised, he or she will need to stay away from school should an outbreak of measles etc take place.

### **School Hours**

Preparation for Learning Bell	-	8:45am
First session	-	9:00am – 11:00am
Recess	-	11:00am – 11:30am
Second session	-	11:30am – 1:30pm
Eating lunch	-	1:20pm – 1:30pm
Lunch	-	1:30pm – 2:30pm
Third session	-	2:30pm – 3.30pm
Assembly	-	2:50pm – 3.30pm - Fridays on Term Calendar
Dismissal (normal)	-	3.30pm
End of term dismissal	-	Please check the newsletter for end of term dismissal times.



**The yard is not supervised before 8.30am.** If you need to drop your children at school before 8:30am please book them into our OHSC program – Their Care. Their Care can be contacted on 1300 072 410.

It is very important that students arrive at school on time. Late arrivals upset the routine of the class and of the person who is late.

It would also be appreciated if children could be picked up on time at the end of the day. Teachers often have meetings after school at other locations and must leave soon after school ends.

### **School Nurse**

The school medical service visits the school annually giving a medical examination to all Foundation children. Forms are sent home prior to this taking place. Other children may be referred by teachers for various reasons, with parental permission required. Children referred one year are reviewed the following year.



### **School Staffing (to be confirmed in 2024)**

#### **Permanent Teaching Staff**

Ms Nikki Gavin

Ms Adele Ognew

Mr Kyle Holmes

Kitchen & Garden Specialist - Louise Hattam

Mental Health & Wellbeing – Louise Hattam

**Support Staff** - Michelle White, Adele Smith, Deb French, Paul Jeffreys, Kim Babuc

Principal – Kate Steele

Business Manager – Michelle Page-Peverill

### **Spare clothes**

Despite all the best-laid plans and reminders some students have toileting accidents at school. We do have a few spare undies, socks and shorts at school but they may not fit your child. To be on the safe side, particularly with our new Foundation students, we would recommend having a plastic bag with at least a spare set of undies and socks. In the case that a full set of clothes is required we will call you. You are welcome to take advantage of the school shower in those circumstances.

### **Specialist Subjects 2024**

The specialist areas for 2024 are still to be confirmed at the time of writing however across the year students will have access to PE, The Arts, Indonesian, Integrated Studies (Science, History and Geography), Kitchen Garden and Wellbeing. More information will be forwarded in regard to this area will be provided in 2024.



### **Strategic Plan**

As part of the accountability process for schools the School Council and School Community devised a document called a Strategic Plan which outlines our goals and aims for the next four years. The Strategic Plan contains goals for student achievement, student wellbeing and student engagement. The Strategic Plan is developed after schools undertake a four-year review process, working with independent reviewers and Department of Education personnel. A copy of the latest strategic plan (2021-2024) is available on the school website or please ask for a copy from the office.

### **Student Leaders and Teams**

At the end of the year students who will be in years 5 and 6 in the coming year may apply to be a student leader. We have positions for two school captains, three house captains and approximately six members of the SIT (School Improvement Team). Leaders have special tasks that they do throughout the year, including organising lunch time activities and speaking at assembly.



### **SunSmart**

We want to make sure our students are well protected from the sun while at school and so a SunSmart policy has been devised. Students will be required to wear the red, school uniform broad brimmed hat with the school logo at all times when outside from 1<sup>st</sup> of September until 1<sup>st</sup> May.

We also recommend that sunscreen is applied before coming to school and packed in bags for personal use. The school has a supply of sunscreen available for everyone to use.

### **Technology- Information and Communication Technologies**

We are fortunate to be quite well resourced with technology and devices available for student use. Programs and apps are used to enhance learning foci and to help differentiate learning in each classroom. Students have access to iPads and laptops. At the beginning of 2024 students and families will be asked to sign an Acceptable Use Agreement.

### **Toys & Personal Items**

We all know how exciting it is to have a new toy or game. Some children may want to bring it to show friends, but school can be a rough place for toys and special belongings. We recommend that those special toys and personal items be saved for use at home. If a child chooses to bring toys and personal items to school, we cannot guarantee that the items will be safe and returned in one piece. Items such as swap cards can cause problems and so to curb any “insider trading” or misunderstanding students are not to swap items at school.



Sometimes we have the need to ban certain toys or items to break an unhelpful cycle, but we will let you know the reasons via the newsletter and COMPASS.

### **Transition**

We aim to ensure all students are ready for the next phase of schooling and have a number of ways of supporting transition. Year 6 students begin interacting with secondary schools early in the year before they start year 7. There are several visits to the secondary school and by reps of the various colleges to our school. Students have several schools available (*Maffra Secondary College, Sale College, Gippsland Grammar, Catholic College*), each offering a range of transition activities, culminating in a full day orientation in term 4.

We begin our formal kinder to Foundation transition in early term 4 with classroom visits and information sessions forming part of the program. Our Foundation teacher and some of our older students will visit the kinder throughout the year so that the pre-Foundation students get to know them and will see a friendly face when they come to school for the first time. All classes participate in an in-school orientation program in term 4. This allows all students to get ready for the coming year and to have an idea of what is to come.

### **Uniform**

School Council has a policy of compulsory school uniform. Items of uniform may be purchased through JSM Embroidery, Work wear and Safety, 71-73 MacArthur St Sale. Ph 03 5144 6898 However, plain black pants, skirts, skorts or shorts may be purchased elsewhere as well. Students will also be required to wear the Stratford Primary School hat which may also be purchased through JSM. A full copy of the uniform policy is attached to the end of this booklet. If you need any support with the purchasing of uniform items or shoes please don't hesitate to make contact. Families of Foundation students who have a Centrelink card and apply for Camps, Sports and Excursion Fund, are eligible for a one-off package, through State School Relief, to assist with the purchase of uniform items. Catch up with Michelle Page-Peverill in the office for the appropriate form.



### **Up to Date Contact Information**

Our system relies heavily on knowing your phone numbers and address. It is also vital we have up to date information about your emergency contacts. If any information changes could you please let us know by email [stratford.ps@education.vic.gov.au](mailto:stratford.ps@education.vic.gov.au), or by phoning the school on 5145 6554. A form will be sent home at the end of each year asking you to check your details and update if needed, returning to school as soon as possible.

### **Who Do I See if I have a problem or a concern?**



If you have any concerns about how your child is going in class, any problems in the yard or any other issues relating to your child, your first port of call is your child's teacher. Should you be unsatisfied after talking with the class teacher your next port of call is to talk to the principal. Your child's teacher and the principal will work together to find the best way to resolve any issues or concerns. Please be assured that we will do our utmost to work with you to resolve any concerns and we will be happy to explain why a decision has been made or why a certain path is being followed. If you have any concerns about payments, forms, etc please contact the Office.

### **Working With Children Check**

We absolutely appreciate the input of our school community members and invite everyone to come and support us with a range of volunteer activities. Please refer to our Visitors Policy and Volunteers Policy in our website for protocols and procedures. Hard copies of these policies are also available at the Office. All volunteers and visitors working with or in proximity to our students must produce their Working With Children Check at the Office before entering the school. You must also sign in through our COMPASS Kiosk. If you would like help and support in applying for a WWC, please ask. We are happy to assist.

### **Yard Duty & Supervision**

The yard is supervised from 8.30am, during recess, lunch and until 3.45pm in the afternoon. During these times students are not permitted to leave school grounds without the permission of a teacher.

I am looking forward to our partnership in making your child's primary school journey successful, memorable, and fun.

Warmest regards,

*K S Steele*

**Kate Steele**

Principal – Stratford Primary School



**Phone:** 03 5145 6554

**Email:** [kate.steele@education.vic.gov.au](mailto:kate.steele@education.vic.gov.au)

**Web:** <http://stratps.vic.edu.au>

**Stratford Primary School**

Corner Wellsford & Hobson Street

PO Box 84

Stratford VIC 3862

*Stratford Primary School acknowledges the Gunaikurnai People, and particularly the Brayakaulung Clan, as the traditional custodians of the lands where we live, learn and work. We pay our respects to their Elders both past and present.*





# School Uniform Policy

Policy currently  
under review

School Council Approved: November 2019

Review date: 2022

## **Rationale**

A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. The following dress code states the expectations Stratford Primary School Council and community holds with regard to student appearance. This code will apply during school hours, while travelling to and from school and when students are engaged in school activities out of school hours. In the establishment of this Dress Code, issues such as uniform cost, health and safety and equality have been considered.

## **Aim**

- To create a sense of collective and individual pride in Stratford Primary School students and their identification and sense of belonging with our school.
- To maintain and enhance the positive image of the school in the community.
- To promote equality amongst all students. Equality is fostered by a uniform policy common to all students. Compulsory uniforms assist in eliminating peer group pressure to wear less appropriate clothing, reduces competition amongst students and removes pressure on families to provide "fashionable" items for daily wear.
- To assist in individual student safety and group security when travelling to and from school and on school excursions and activities.
- To promote active and safe participation in school life.
- To provide durable clothing that is cost effective and practical for our school environment and learning programs.

## **Implementation**

1. All students are required to wear full school uniform (which incorporates sports/house uniform) during school hours, while travelling to and from school and when students are engaged in school activities out of school hours.
2. All efforts will be made by the school to provide assistance to families who request it to ensure students have access to uniform items.
3. A bank of second hand uniform, including shoes, will be established from which people may borrow or purchase for a nominal amount. Any funds raised will be used to assist families who make a request for assistance.
4. The school recognises that there will be times when uniform is unavailable, due to laundry issues or damaged items. In those cases families are asked to contact the school via email (stratford.ps@edumail.vic.gov.au), text (0417 161 322), phone (5145 6554) or note.
5. Students may earn house points for their team if they are in full school uniform on randomly selected days.
6. Students must be in full school uniform to represent the school at events such as ANZAC day services, competitions, sports events etc.
7. To be eligible for Student Leadership positions students must commit to upholding the school uniform policy.
8. Students are required to wear the school broad brimmed hat with the school logo from September 1 until May 1. School hats are required to be worn on Out-of-Uniform days. Hats should not have writing or names on the top or the underside of the brim.
9. Students are required to wear sunsafe clothing (*refer to our SunSmart policy*) on out-of-uniform days.
10. If a student is out of uniform without contact from families a message will be sent to the family to alert them to the fact. If a student is consistently out of uniform the Principal will make contact to

offer assistance in ensuring the student has the appropriate uniform. If, after contact with the student's family, it is discovered that he or she is out of uniform by choice the School's Code of Conduct and related consequences will be followed.

11. Sports uniform is to be worn on Phys Ed day and on other days when House activities are being conducted. Families will be notified at the beginning of each year once timetables are finalised. Regular runners may be worn on Phys Ed day.
12. An excursion or other school representative activities take precedence over Phys Ed day. For example, on the rare occasions that students are representing the school at an event such as Remembrance Day, VicSpell or attending an excursion which are on the same day as Sports Day, students will need to wear full school uniform.
13. Students in year 6 have the option of purchasing a year 6 t-shirt with the names of the year 6 students on the back. Family and Friends subsidise the cost of the uniform to the value of \$20 per student.
14. For health and safety reasons and to allow students to focus on their learning without distractions hair longer than shoulder length or long fringes must be tied back. Head bands and ribbons may be worn but should be in school colours.
15. All jewellery needs to be school safe and so dangling, protruding or sharp items are not permitted.
16. Make up, nail polish and tattoo type transfers are not suitable for school.
17. For health and safety reasons thongs, open toed shoes and steel capped boots are not permitted, including on out-of-uniform days.
18. Students may wear gumboots outside and slippers inside in wet weather.
19. Families are asked to clearly and permanently label items your child's name. JSM offer embroidery of names on uniform items should families wish to pay for a more permanent option.
20. Families are encouraged to contact the school should any assistance be required.

#### Uniform Items:

##### Girls

- Summer weight red & white check dress with Peter Pan Collar and white (plain) socks. No leggings to be worn underneath the dress.
- Red polo shirt with school logo (available from JSM Embroidery, Sale)
- Black shorts, culottes/skort, skirt or track pants without logos, stripes or other markings (not sports briefs, short shorts, bike shorts, leggings or netball skirts)
- Red polo fleece top with school logo
- Black vest with school logo
- Black long sleeved t-shirt or black skivvy under the red polo shirt. No coloured undershirts are to be visible.
- Black school shoes or plain black runners- no coloured soles, edges or laces.
- White (plain) or black (plain) socks.
- Red and black outer wear jacket with school monogram.
- School hat with school logo
- Red and black plaid Winter weight tunic worn with long sleeved plain black skivvy or black long sleeved t-shirt and black tights or long black socks (no footless tights or leggings).

##### Boys

- Red polo fleece with school monogram
- Red polo shirt with school logo
- Black long sleeved t-shirt or black skivvy under the red polo shirt. No coloured undershirts are to be visible.
- Black vest with school logo
- Black school pants, shorts or black track pants without logos, stripes or other markings.
- Red and black outer wear jacket with school monogram.
- White (plain) or black (plain) socks.
- Black school shoes or plain black runners- no coloured soles, edges or laces. No steel caps please.
- School hat with school logo

**Sport uniform to be worn on days of Physical Education classes, sporting events and on other House events.**

- Black shorts and/or black track pants.
- Plain polo shirt in house colours (Blue (*Antonio*), Green (*Touchstone*) or Yellow (*Ariel*) with no markings, emblems or graphics other than if you choose to have the school logo and house name embroidered on a house colour t-shirt available from JSM).

- Runners with non-marking soles
- Black (plain) or white (plain) socks

When representing the school at sporting events

- Black shorts and or/track pants
- Red Polo shirt with school monogram
- Black (plain) or white (plain) socks
- Runners with non-marking soles
- Red and black outer wear jacket with school logo

Policy currently  
under review



Girls' Winter  
uniform



Girls' Summer  
uniform



T-shirt and skort



Sports uniform showing  
House t-shirt, skort &  
school hat.



An example  
of the  
embroidery  
available on  
House t-  
shirts from  
JSM.

Touchstone  
– Green.

Ariel –  
Yellow



Waterproof jacket



Grade 6 T-shirt



Plain black pants

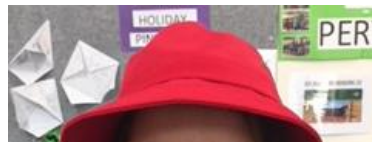


Polar Fleece jacket



T-Shirt and  
black shorts

**Acceptable Shoe Options: Plain black – no coloured sides, emblems, laces etc.**



Policy currently  
under review



#### **Uniform Supply:**

- All school monogrammed logo clothing (jacket, polo shirts, polo fleece jumpers) are available at JSM embroidery in Sale.
- Black shorts, track pants, trousers and skirts are available at JSM. At times they may be available at other stores. These can be worn but must be consistent with the school uniform policy.
- School dresses and tunics are available from JSM.

#### **Evaluation:**

This policy will be reviewed formally every three years after discussions and feedback from families, students and staff.





### Help for non-English speakers

If you need help to understand this policy, please contact Stratford Primary School on 03 5145 6554.

### Purpose

Our Child Safety Code of Conduct sets out the expected behaviour of adults with children and young people in our school.

All Stratford Primary School staff, volunteers, contractors, service providers, school council members and any other adult involved in child-connected work must follow the Child Safety Code of Conduct.

The Child Safety Code of Conduct applies to all physical and online environments used by students. It also applies during or outside of school hours and in other locations provided by the school for student use (for example, a school camp).

### Acceptable behaviours

As Stratford Primary School, staff, volunteers, contractors, and any other member of our school community involved in child-connected work, we are responsible for supporting and promoting the safety of children by:

- upholding our Stratford Primary School commitment to child safety at all times and adhering to our Child Safety Policy.
- treating students and families in our school community with respect in our school environment and outside our school environment as part of normal social and community activities
- listening and responding to the views and concerns of students, particularly if they disclose that they or another child or student has been abused or are worried about their safety or the safety of another child or student
- promoting the cultural safety, participation and empowerment of Aboriginal students, students with culturally and/or linguistically diverse backgrounds, students with a disability, international students, students who are unable to live at home and lesbian, gay, bisexual, transgender and intersex (LGBTIQ+) students
- ensuring, as far as practicable, that adults are not alone with a student – one-to-one interactions between an adult and a student are to be in an open space or in line of sight of another adult.
- reporting any allegations of child abuse or other child safety concerns to the principal.
- understanding and complying with all reporting and disclosure obligations (including mandatory reporting) in line with our Child Safety Responding and Reporting policy and procedures and the [PROTECT Four Critical Actions](#).
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

## Unacceptable behaviours

As Stratford Primary School, staff, volunteers, contractors and members of our school community involved in child-connected work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse or harm
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, by offering gifts)
- display behaviours or engage with students in ways that are not justified by the educational or professional context
- ignore an adult's overly familiar or inappropriate behaviour towards a student
- discuss intimate topics or use sexualised language, except when needed to deliver the school curriculum or professional guidance
- treat a child or student unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to schoolwork or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child or student in a school environment except in accordance with the [Photographing, Filming and Recording Students policy](#) or where required for duty of care purposes
- consume alcohol against school policy or take illicit drugs in the school environment or at school events where students are present
- have contact with any student outside of school hours except when needed to deliver the school curriculum or professional guidance and parental permission has been sought.

## Breaches to the Child Safety Code of Conduct

All Stratford Primary School staff, volunteers, contractors and any other member of the school community involved in child-connected work who breach this Child Safety Code of Conduct may be subject to disciplinary procedures in accordance with their employment agreement or relevant industrial instrument, professional code or terms of engagement.

In instances where a reportable allegation has been made, the matter will be managed in accordance with the Department of Education and Training Reportable Conduct Scheme Policy and may be subject to referral to Victoria Police.

All breaches and suspected breaches of the Stratford Primary School Child Safety Code of Conduct must be reported to the principal.

If the breach or suspected breach relates to the principal, contact the South Eastern Regional Services Group Senior Education Improvement Leader.

## Approval and review

<b>Created date</b>	25 <sup>th</sup> July 2022
<b>Consultation</b>	School Council Newsletter to school community Website
<b>Endorsed by</b>	School Council
<b>Endorsed on</b>	August 2022
<b>Next review date</b>	August 2024





## VISITORS POLICY



### **Help for non-English speakers**

If you need help to understand the information in this policy please contact Stratford Primary School on 03 5145 6554.

### PURPOSE

To provide a safe and secure learning and teaching environment for students and staff by establishing processes to monitor and manage visitors to Stratford Primary School.

### SCOPE

This policy outlines our school's arrangements for visitors who attend school grounds when the school is open for instruction between the hours of 8:30am to 4:00pm, and when the office is staffed to monitor/receive visitors at reception, including parents, contractors, student support staff, Department of Education employees, medical professionals and incursion providers. Outside of these times, our front office is not staffed and this policy does not apply.

### DEFINITIONS

*Child-related work:* As defined by the *Worker Screening Act 2020* (Vic), child-related work is work that usually involves direct contact (including in person, over the phone, written and online communication) with a child that is a central part of that person's duties. It does not include work that involves occasional direct contact with children that is incidental to the work.

### POLICY

Stratford Primary School strives to create an open and inclusive school community, and encourages parents and carers to be actively involved in their child's development and education. We also strive to foster strong partnerships with local community services, schools and other organisations.

Stratford Primary School is not a public place. The principal has the authority to permit or deny entry to school grounds, and encourages all visitors to familiarise themselves with our

school's *Statement of Values and School Philosophy, Child Safety Policy, Child Safety Code of Conduct, Volunteers Policy* [insert any relevant local school policy here].

From time to time, different members of the public may visit our school. Visitors may include, but are not limited to:

- Parents
- Volunteers – see our school's Volunteers Policy for more information
- Prospective parents, students and employees
- Invited speakers, sessional instructors and others addressing learning and development
- Public officials (e.g. Members of Parliament, local councillors)
- Persons conducting business e.g.: uniform suppliers, booksellers, official school photographers, commercial salespeople
- Tradespeople
- Children's services agencies
- Talent scouts
- Department of Families, Fairness and Housing workers
- Victoria Police
- Persons authorised to enter school premises (e.g. Worksafe inspectors, health officers etc)
- Other Department of Education and Training staff (including allied health staff) or contractors
- NDIS therapists or other allied health or health practitioners

### Sign in procedure

All visitors to Stratford Primary School are required to report to the school office on arrival (see exceptions below in relation to parents/carers). Visitors must:

- Record their name, signature, date and time of visit and purpose of visit in the visitors book.
- Provide proof of identification to office staff upon request
- Produce evidence of their valid Working with Children Clearance where required by this policy (see below)
- Carry identification at all times and produce to staff on request.
- Follow instruction from school staff and abide by all relevant school policies relating to appropriate conduct on school grounds including Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations Policy and Procedures, Statement of Values and School Philosophy, Volunteers Policy as well as Department policies such as the [Sexual Harassment Policy](#) and [Workplace Bullying Policy](#)
- Return to the office upon departure and sign out.

Stratford Primary School will ensure that our school's Child Safety Code of Conduct is available and visible to visitors when they sign in.

### COVID-19 vaccination information

Our school follows Department of Education and Training policy with respect to the requirements relating to attendance on school sites and COVID-19 vaccinations.

For further information, refer to:

- [COVID-19 Vaccinations – Visitors and Volunteers on School Sites](#)

### Working with Children Clearance and other suitability checks

For Working With Children (WWC) Check and other suitability check requirements relating to parents/carers and other volunteers working with students please see our Volunteers Policy.

All visitors who are engaged in **child-related work** (see definition above) must have a valid WWC Clearance. Additional suitability checks may also be required such as reference, proof of identity, qualification and work history involving children checks.

In some circumstances, visitors to Stratford Primary School who are **not** engaged in child-related work will also be required to produce a valid WWC Clearance depending on the particular circumstances of their visit. For example, Stratford Primary School will require a valid WWC Clearance for:

- **visitors who will be working regularly with children** during the time they are visiting, even though direct contact with children is not a central part of their normal duties
- **visitors (e.g. contractors)**, who will regularly be performing unsupervised work at the school during school hours or any other time where children are present. Further background checks, including references, may also be requested at the discretion of the principal.

Visitors who will be working in areas away from students (e.g. a visiting auditor who will be located in the front office with administration staff) or who will be supervised and accompanied by a staff member during their visit (e.g. a Member of Parliament, a journalist, a prospective parent on a school tour) will not be required to have a WWC Clearance.

Sworn Victoria Police officers or sworn Australian Federal Police officers are exempt from requiring a WWC Check, but may be asked to verify that they are sworn officers by providing proof of identification.

### Invited speakers and presenters

On occasion, Stratford Primary School may invite external speakers or providers to deliver incursions, presentations, workshops and special programs for our students. Consistent with Department of Education and Training requirements, Stratford Primary School will:

- ensure that the content of presentations and programs by external providers contributes to the educational development of our students and is consistent with curriculum objectives
- ensure that any proposed visit, programs or content delivered by visitors complies with the requirement that education in Victorian government schools is secular and is consistent with the values of public education, Department policies and the *Education and Training Reform Act 2006* (Vic). In particular, programs delivered by visitors are to be delivered in a manner that supports and promotes the principles and practice of Australian democracy including a commitment to:
  - elected government
  - the rule of law
  - equal rights for all before the law
  - freedom of religion, speech and association
  - the values of openness and tolerance
  - respect for the range of views held by students and their families.

## Parent visitors

We understand that there may occasionally be a reason why a parent or carer may want to speak to or see their child at school, during school hours.

If there is a particular pressing or unavoidable issue that cannot wait until the end of the school day, we ask that parents or carers call the school office to make the request to speak to or see their child during school hours.

We also ask that parents avoid arranging to visit their children at school wherever possible, as this can cause inappropriate disruptions to the school day.

All parents or carers who visit our school during school hours, other than for the purposes of school pick ups and drop offs or for specific school events (eg parent teacher interviews, concerts, assemblies etc), are required to sign in as a visitor at the school office.

Parents or carers who are prohibited from entering the school under a court order or direction of the Principal are not permitted to visit the school. Our school maintains and provides office staff with a list of restricted parents/carers which may include identifying photographs and any other information as required depending on the level of risk posed.

## Other visitors

All business operators, tradespeople and other visitors attending the school to conduct work must report to the school office upon arrival for instruction and follow the sign in procedure outlined above.

## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in induction processes for relevant staff
- Included in our staff handbook/manual
- Discussed in an annual staff briefing/meeting
- Made available in hard copy from school administration upon request.

## RELATED POLICIES AND RESOURCES

Example school policies:

- *Statement of Values and School Philosophy*
- *Volunteers Policy*
- *Child Safety Policy*
- *Child Safety Code of Conduct*
- *Child Safety Reporting and Responding Obligations Procedures and Protocols.*

Department policies:

- [Child Safe Standards](#)
- [Visitors in Schools](#)
- [Contractor OHS Management](#)

## *POLICY REVIEW AND APPROVAL*

Policy last reviewed	August 2022
Consultation	School Staff School Council
Approved by	Principal and School Council
Next scheduled review date	August 2024



## VOLUNTEERS POLICY



### Help for non-English speakers

If you need help to understand the information in this policy please contact Stratford Primary School on 03 5145 6554.

### PURPOSE

To outline the processes that Stratford Primary School will follow to recruit, screen, supervise and manage volunteers to provide a child safe environment, and to explain the legal rights of volunteers.

### SCOPE

This policy applies to the recruitment, screening, supervision and management of all people who volunteer at our school.

### DEFINITIONS

*Child-connected work:* work authorised by the school governing authority/provider of a school boarding services and performed by an adult in a school or school boarding premises environment while children are present or reasonably expected to be present.

*Child-related work:* As defined by the *Worker Screening Act 2020* (Vic), child-related work is work that usually involves direct contact (including in person, over the phone, written and online communication) with a child that is a central part of that person's duties. It does not include work that involves occasional direct contact with children that is incidental to the work.

*Closely related family member:* parent, carer, parent/carer's spouse or domestic partner, stepparent, parent/carer's mother or father in-law, grandparent, uncle or aunt, brother or sister, including step or half siblings.

*Volunteer worker:* A volunteer school worker is a person who voluntarily engages in school work or approved community work without payment or reward.

*School work:* School work means:

- Carrying out the functions of a school council



- Any activity carried out for the welfare of a school, by the school council, any parents' club or association or any other body organised to promote the welfare of the school
- Any activity carried out for the welfare of the school at the request of the principal or school council
- Providing assistance in the work of any school or kindergarten
- Attending meetings in relation to government schools convened by any organisation which receives government financial support

This is a broad definition and means that volunteers who participate in school community activities, such as fundraising and assisting with excursions, are legally protected (ie indemnified) from action by others in the event of an injury or accident whilst they are performing volunteer school work in good faith.

## **POLICY**

Stratford Primary School is committed to implementing and following practices which protect the safety and wellbeing of children and our staff and volunteers. Stratford Primary School also recognises the valuable contribution that volunteers provide to our school community and the work that we do.

The procedures set out below are designed to ensure that Stratford Primary School's volunteers are suitable to work with children and are well-placed to make a positive contribution to our school community.

### **Becoming a volunteer**

Members of our school community who would like to volunteer are encouraged to approach the Principal or their child's classroom teacher. Events and tasks that require the support of volunteers will be communicated through the School Newsletter, notices and digital media.

### **COVID-19 vaccination information**

Our school follows Department of Education and Training policy with respect to the requirements relating to attendance on school sites and COVID-19 vaccinations.

For further information, refer to:

- [COVID-19 Vaccinations – Visitors and Volunteers on School Sites](#)

### **Suitability checks including Working with Children Clearances**

#### ***Working with students***

Stratford Primary School values the many volunteers that assist with sports events, camps, excursions, school concerts, fundraising and school maintenance. To ensure that we are meeting our legal obligations under the *Worker Screening Act* and the Child Safe Standards, Stratford Primary School is required to undertake suitability checks which in most cases will involve asking for evidence of a Working with Children (WWC) Clearance and may also

involve undertaking reference, proof of identity, qualification and work history involving children checks.

Considering our legal obligations, and our commitment to ensuring that Stratford Primary School is a child safe environment, we will require volunteers to obtain a WWC Clearance and produce their valid card to the Business Manager or Principal for verification in the following circumstances:

- **Volunteers who are not parent/family members** of any student at the school if they are engaged in child-related work regardless of whether they are being supervised.
- **Parent/family volunteers** who are assisting with any classroom or school activities involving direct contact with children in circumstances where the volunteer's child is **not** participating, or does not ordinarily participate in, the activity.
- **Parent/family volunteers** who assist with excursions (including swimming), camps and similar events, regardless of whether their own child is participating or not.
- **Parent/family volunteers** who regularly assist in school activities, regardless of whether their own child is participating or not
- **Parent/community School Council members** sitting on School Council with student School Council members, regardless of whether their own child is a student member or not.

In addition, depending on the nature of the volunteer work, our school may ask the volunteer to provide other suitability checks at its discretion (for example, references, work history involving children and/or qualifications). Proof of identity may also be required in some circumstances.

### ***Non child-related work***

On some occasions, parents and other members of the school community may volunteer to do work that is not child-related. For example, volunteering on the weekend for gardening, maintenance, working bees, parents and friends club coordination, school council, participating in sub-committees of school council, fete coordination, other fundraising groups that meet in the evenings during which children will not be, or would not reasonably be expected to be, present.

Volunteers for this type of work are not required to have WWC Clearances or other suitability checks as they are not engaged in child-related work and children are not generally present during these activities. However, Stratford Primary School reserves the right to undertake suitability checks, including requiring proof of identity and WWC Clearance, at its discretion if considered necessary for any particular activities or circumstances.

School council members and volunteers on any sub-committee of School Council will be asked to provide evidence of a valid WWC Clearance. Whilst we acknowledge that these volunteers will not be engaging in child-related work as part of their role, even when there is a student sitting on the School Council, we believe that it is important that our volunteers

who are involved in making important decisions about our school which will have an impact on students do have a valid WWC Clearance.

### **Training and induction**

Under the Child Safe Standards volunteers must have an appropriate induction and training in child safety and wellbeing.

To support us to maintain a child safe environment, before engaging in any work where children are present or reasonably likely to be present, volunteers must familiarise themselves with the policies, procedures and code of conduct referred to in our Child Safety Induction Pack and ensure the actions and requirements in these documents are followed when volunteering for our school.

Depending on the nature and responsibilities of their role, Stratford Primary School may also require volunteers to complete additional child safety training.

### **Management and supervision**

Volunteer workers will be expected to comply with any reasonable direction of the principal (or their nominee). This will include the requirement to follow our school's policies, including, but not limited to our Child Safety Policy, our Child Safety Code of Conduct and our Statement of Values and School Philosophy.

Volunteer workers will also be expected to act consistently with Department of Education and Training policies, to the extent that they apply to volunteer workers, including the Department's policies relating to [Equal Opportunity and Anti-Discrimination](#), [Sexual Harassment](#) and [Workplace Bullying](#).

The principal (or their nominee) will determine the level of school staff supervision required for volunteers, depending on the type of work being performed, and with a focus on ensuring the safety and wellbeing of students.

The principal has the discretion to make a decision about the ongoing suitability of a volunteer worker and may determine at any time whether or not a person is suitable to volunteer at Stratford Primary School.

### **Privacy and information-sharing**

Volunteers must ensure that any student information they become aware of because of their volunteer work is managed sensitively and in accordance with the [Schools' Privacy Policy](#) and the Department's policy on [Privacy and Information Sharing](#).

Under these policies, student information can and should be shared with relevant school staff to:

- support the student's education, wellbeing and health;
- reduce the risk of reasonably foreseeable harm to the student, other students, staff or visitors;
- make reasonable adjustments to accommodate the student's disability; or

- provide a safe and secure workplace.

Volunteers must immediately report any child safety concerns that they become aware of to a member of staff to ensure appropriate action. There are some circumstances where volunteers may also be obliged to disclose information to authorities outside of the school such as to Victoria Police. For further information on child safety responding and reporting obligations refer to: *Child Safety Responding and Reporting Obligations Policy and Procedures*.

### **Records management**

While it is unlikely volunteers will be responsible for any school records during their volunteer work, any school records that volunteers are responsible for must be provided to the Business Manager to ensure they are managed in accordance with the Department's policy: [Records Management – Schools](#).

### **Compensation**

#### *Personal injury*

Volunteer workers are covered by the Department of Education and Training's Workers' Compensation Policy if they suffer personal injury in the course of engaging in school work.

#### *Property damage*

If a volunteer worker suffers damage to their property in the course of carrying out school work, the Minister (or delegate) may authorise such compensation as they consider reasonable in the circumstances. Claims of this nature should be directed to the principal who will direct them to the Department's Legal Division.

#### *Public liability insurance*

The Department of Education and Training's public liability insurance policy applies when a volunteer worker engaged in school work is legally liable for:

- a claim for bodily injury to a third party
- damage to or the destruction of a third party's property.

### **COMMUNICATION**

This policy will be communicated to our school community in the following ways :

Available publicly on our school's website

- Included in induction processes for relevant staff
- Included in induction processes for prospective volunteers
- Included in our staff handbook/manual
- Discussed in an annual staff briefing/meeting
- Made available in hard copy from school administration upon request.

### **RELATED POLICIES AND RESOURCES**

Stratford Primary School policies and resources relevant to this policy include:

- *Statement of Values and School Philosophy*
- *Visitors Policy*

- *Child Safety Policy*
- *Child Safety Code of Conduct*
- *Child Safety Responding and Reporting Obligations Policy and ProceduresI*
- *Inclusion and Diversity Policy*
- *Stratford Primary School Child Safety Induction Pack*

Department policies:

- [Equal Opportunity and Anti-Discrimination](#)
- [Child Safe Standards](#)
- [Privacy and Information Sharing](#)
- [Records Management – School Records](#)
- [Sexual Harassment](#)
- [Schools Privacy Policy](#)
- [Volunteers in Schools](#)
- [Volunteer OHS Management](#)
- [Working with Children and Other Suitability Checks for School Volunteers and Visitors](#)
- [Workplace Bullying](#)

## *POLICY REVIEW AND APPROVAL*

Policy last reviewed	August 2022
Consultation	August 2022
Approved by	Principal & School Council
Next scheduled review date	August 2024